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The Concordia College project attempts to develop teaching potential in college students through their participation in a planned series of positive interpersonal relationship. Each college freshman chosen for the project meets weekly with an instructor for the purpose of establishing a positive relationship with him; this experience is then transferred to relationships with dormitory peers. During each of the next three years, a new experience is added: for sophomores, befriending an elementary school student; for juniors, helping a junior high or high school student, emotionally retarded child, or special education pupil; for seniors, assisting or leading the group discussions of college sophomore participants. Behavioral objectives for the government-supported project include displaying consistent friendliness to everyone, contributing to group welfare, and discovering the satisfaction of working with children. Although systematic evaluation has not been completed, subjective evaluation has been favorable, and it is believed that participants will better be able to cope with pressures and frustrations of teaching, will better understand their future pupils' needs and interests, and will find professional education courses more meaningful. SP 002 254 is a related document. (LP)

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DEVELOPMENT OF TEACHING POTENTIAL

THROUGH

PROGRAMS OF HUMAN INTERACTION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Submitted to
Distinguished Achievement Award Committee
of
American Association of Colleges
of Teacher Education

From
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DEVELOPMENT OF TEACHING POTENTIAL THROUGH PROGRAMS OF HUMAN INTERACTION

An individual's experiences with others tend to affect his manner and method of working with people. When satisfying and successful experiences with children are enjoyed, a budding educator is apt to look upon children in a positive and accepting manner. Unsuccessful and frustrating relationships may cause one to look upon children in a more negative way.

When a person invests time and interest in another individual and mutual satisfaction is experienced, a bond is established. Normal and positive bonds cause both parties to become more fully functioning persons. Satisfaction is then gained by both persons involved in the positive one-to-one relationship. Such success and satisfaction provides added ability to widen circles of acquaintances and friends. Just as "success breeds success" so does a satisfying positive normal relationship beget additional relationships.

The above rationale serves as the basis for Concordia's program of opportunities designed for teacher education students to develop systematic relationships with a college instructor, their peers, adolescents, and children.

The development of human potential through a systematic program of positive interpersonal relationships begins in the college freshman year. A sociometric device is used which asks freshmen within a dormitory to select six to nine peers (depending on the size of the dormitory) who are identified as having the ability to establish friendships and to assume a leadership role. The selected peers (activators) are invited by an instructor to become involved in the project. From twelve to sixteen weekly individual conferences of

approximately forty-five minutes are used to establish a positive relationship between the instructor and student. Also, during these individual conferences, considerable time is given to the necessity, methods, and outcomes of positive interaction. The counselor invests time and interest in the selected freshmen activators and they in turn invest time and interest in their dormitory and campus peers. Satisfying relationships are hopefully established between counselor and activator and between activator and peers.

Throughout the initial year, deeper relationships are encouraged. During the second semester, the number of individual conferences are lessened and the activators meet as a group with the counselor to discuss human interaction activities and goals. The instructor remains available and a one-to-one meeting with a college freshman activator is held whenever a specific problem needs attention.

After the freshman year, when a satisfying bond has been established between the instructor and activator and between the activator and peers, the activators are invited to assist entering freshman in their orientation program. In addition to remaining concerned with aiding new dormitory mates and developing positive relationships with peers in general, the second year college activator formally joins in a program which involves elementary school children.

A variety of projects involving gifted, normal, and abnormal children are offered to the activators. The original counselors now assist the teacher-trainee activator to become active in a one-to-one relationship with an atypical child, a sociometrically peer-selected child, or a child selected at random. During the sophomore year, from two to six hours a week are spent by the activator in building a positive helping and mutually satisfying relationship with the younger individual. The college instructor continues meeting with the sophomores. Group meetings are used to discuss the activities, successes,

frustrations, and plans connected with the growing relationship. The instructor meets with individual sophomores as necessary. (The instructor by now has an additional group of freshman who are going through the first year program.)

The college sophomore spends a minimum of one hour each week with the elementary school pupil, with three or more hours per week being more realistic. The "special friends" use their weekly meetings for a variety of activities. They may walk, talk, play, swim, visit cultural places and events, eat snacks, pursue hobbies, visit cultural places and events, eat snacks, pursue hobbies, visit with friends, and engage in other satisfying experiences. Academic tutoring is possible, but not generally a planned part of the experiences. Discussions include the needs, satisfactions, and methods of establishing a friendly relationship with other elementary school peers. Greeting, helping, understanding, and accepting others become topics of discussion. Some elementary school children have made booklets under such titles as: "Happiness is...," "Things that Interest My Friends are...," "My Favorite People are...." The college sophomores understand the "self-concept" and they attempt to assist in the enhancement of their special friend's self-image.

The junior year finds the budding educator continuing the established relationships with the professor, the peers, and the elementary school child. In addition, they are offered other opportunities to establish helping relationships. Juniors may select to build a meaningful relationship with a high school student, a junior high pupil, an emotionally retarded child in a residential home, or a pupil in a special education class. Two juniors have joined a project where they assist elementary school teachers in the regular classroom while the teacher meets with a college instructor to discuss problems within the classroom. Some of the juniors add dormitory proctoring to their other relationship building activities.

The senior year offers a continuation of previous experiences and the opportunity to select other projects. Seniors are also invited to assist or lead the group meetings of sophomores. Periodic group and individual meetings continue throughout the four college years.

The college instructor may now have involvement with college students as follows:

6 - 9	peer-selected freshman
6 - 9	sophomores
6 - 12	juniors
6 - 15	seniors

In addition, capable and interested students may enter the programs any time during their college career. During the present school year, eighty sophomores were invited to become active in a federally funded research project designed to build a relationship with a second or third grader. A portion of the group are undergoing the abbreviated training and instruction period which was described for the freshman. Others are receiving more limited orientation, and some are receiving less instruction. The objective is to evaluate the various approaches to ascertain if there is any significant difference in the designs which might correlate with the differing evaluated outcomes.

Behavioral Objectives for college students, peers, and pupils in the Human Relations Projects

College students, peers, and younger children involved in the program of positive human relations will strive for the following objectives:

- Display consistent friendliness to everyone
- Bring others into his group and makes them feel welcome
- Display a sincere interest in making friends
- Take the initiative to make new friends and maintain present friendships

- Speak spontaneously even to those he does not know
- Grant sincere and consistent praise
- Forgive and hold no grudge when offended
- Forgive, forget, and reinstate the relationship with offenders
- Make it easy for the offender to approach him to apologize
- Make attempts to prevent the need for apology by not being overly sensitive
- Quickly explain or apologize when it appears he has given offense
- Willingly contribute time, energy and talent to group welfare and projects
- Exert influence to avoid unrest or unpleasantness
- Develop mutual trust in relationships with individuals within the group
- Seek peace and happiness within the group by mediating when disagreements develop
- Realistically give constructive criticism to bring about improved relationships and progress
- Understand themselves and others
- Find satisfaction in building satisfying relationships with others
- Discover the satisfaction connected with working with children

Contribution to the improvement of teacher education

Faculty members and students connected with the program are generous in their praise of the projects which offer opportunity to significantly add to the objectives leading to excellence in teaching. There is considerable reason to believe that a teacher who possesses a realistic but high degree of self-esteem will be better able to cope with the many pressures and frustrations of teaching. There is also reason to believe that continued and varied contact with children in the early years of undergraduate school will assist a college student to better understand their future pupils' needs and interests. An important added feature is that professional education courses have more meaning

to the college students who have been involved in the program. Students who have been through two or three years of the project face their student teaching experience with more confidence and more creativity. Such students have been very successful in their student teaching.

Evaluation

The government financed research has forced systematic evaluation with self-concept scales, personality and attitude inventories, and achievement test scores. The results of this evaluation will be known in July, 1969.

Other evaluation is more subjective. Superintendents, principals, parents, pupils, and classroom teachers who have had contact with the programs and the students have communicated their opinion verbally and in writing. These evaluations have been most positive. Private donations from parents of the students and parents of pupils taught by former members of the project have met budget needs and give indication of their evaluation of this added teacher education experience.

The President and Board of Control of Concordia Teachers College are aware of the development of the program and their continued support gives evidence of values and successes. The manifestation of positive human relations in the individual elementary classroom has been noted and communicated by teachers. Similar comments have been made about the positive human relations found in dormitories where the program is in action.

Personnel Involved

The following instructors are involved:

Dr. W. Langefeld
Dr. W. Preuss
Dr. H. Glaess
Prof. W. Laetsch
Prof. E. Oetting

Two additional faculty members are being guided in preparation for their assisting in the Human Relations projects next year.

There are 85 students in the government supported human relations project; 79 teacher education students are establishing relationships with elementary and junior high school children; and, 52 in projects involving atypical children. The total figure of 216 continues to grow as it is a rare occasion when a person discontinues an established relationship. On the other hand, college students will be added as conditions make it possible.

Budget

Substitute Teaching Personnel for two of the mentioned faculty members	$1,000.00
Materials, including tests, instructional aids, etc.	100.00
Refreshments and related expenses for members of projects - (annual dinner, coffee hours, breakfast meetings)	350.00
Travel	100.00
	$1,550.00

BUDGET FOR GOVERNMENT SUPPORTED RESEARCH

CATEGORY	FEDERAL	LOCAL
I. DIRECT COSTS		
A. Personnel		
Project Director, 2/5 time for one year at $10,000 per year, June 1968 - June 1969	$4,000.00	
Consultant (Dr. Langefeld), fifteen days at $50 per day (local rate for consultant in Educational Service Unit), June 1968 to June 1969	750.00	
Consultant (Dr. Glaess), fifteen days at $50 per day, June 1968 to June 1969	750.00	
Consultant (Dr. Clifton), ten days at $50 per day, June 1968 to June 1969	500.00	
Secretary, half time for one year at $3,250 per year, June 1968 to June 1969	1,625.00	
Student reader for director's teaching load		540.00
		400.00
B. Employee benefits		
Project Director's retirement		75.00
Secretary's Social Security		
C. Travel		
D. Supplies and materials	100.00	
1. Project Materials (paper, tapes, miscellaneous)		
2. Office Supplies (Director's office, Consultant's office, office equipment telephone installation, conference rooms, audio visual equipment and supplies typewriters, etc.		3,000.00
	25.00	
E. Communications - Long distance telephone		55.00
Local phone service		50.00
Stationary and franking service		500.00
Closed circuit T.V.		
F. Services	25.00	75.00
1. Duplicating and Reproduction		200.00
2. Statistical	150.00	50.00
3. Testing	200.00	50.00
G. Final report costs		1,000.00
H. Equipment		
I. Other direct costs	200.00	
Special activities, group meeting costs, etc. for college and elementary students		
J. Subtotal, direct cost	$8,325.00	$5,995.00
II. Indirect costs	1,665.00	
Overhead - 20%		
	$9,990.00	$5,995.00
III. Total Costs	62.5%	37.5%
IV. Cost Sharing		

Presently, five instructors are involved in the Human Relations projects in varying degrees. For further explanation, the following design is used to show how one instructor and activators inter-relate to develop human potential.